

Buford Middle

1890 N.Rocky River Road
Lancaster, SC 29720

Grades 6–8 Middle School

Enrollment 454 Students

Principal Sheri Wells 803–285–8473

Superintendent Patricia K. Burns 803–286–6972

Board Chair Lisa T. Bridges 803–286–6972

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	17	25	0	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Good	N/A
2003	Average	Unsatisfactory	No
2004	Average	Below Average	No
2005	Average	Below Average	No

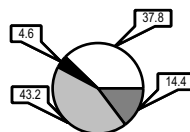
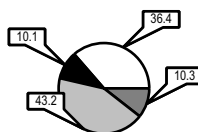
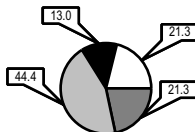
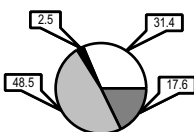
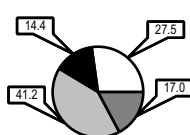
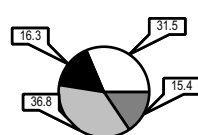
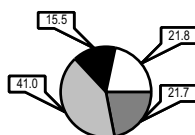
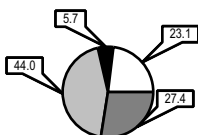
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	447	99.1	30.9	48.8	17.7	2.5	34.1	Yes	Yes
Gender									
Male	226	99.1	39.6	46.4	12.6	1.4	21.2		
Female	221	99.1	21.7	51.4	23.1	3.8	47.6		
Racial/Ethnic Group									
White	385	99.0	29.0	49.2	19.1	2.7	36.6	No	Yes
African American	56	100.0	41.1	50.0	8.9	0.0	17.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	403	99.8	26.5	51.1	19.6	2.8	37.4		
Disabled	44	93.2	73.2	26.8	0.0	0.0	2.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	447	99.1	30.9	48.8	17.7	2.5	34.1		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	446	99.1	30.7	49.0	17.8	2.5	34.2		
Socio-Economic Status									
Subsidized meals	149	98.7	44.4	45.8	8.5	1.4	23.2	No	Yes
Full-pay meals	298	99.3	24.3	50.3	22.3	3.1	39.4		

Mathematics – State Performance Objective = 36.7%									
All Students	447	99.1	20.7	44.7	21.4	13.1	48.6	Yes	Yes
Gender									
Male	226	99.1	25.7	44.1	18.5	11.7	43.2		
Female	221	99.1	15.6	45.3	24.5	14.6	54.2		
Racial/Ethnic Group									
White	385	99.0	18.8	43.8	23.1	14.2	52.2	Yes	Yes
African American	56	100.0	30.4	51.8	10.7	7.1	25.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	403	99.8	16.5	45.5	23.4	14.5	53.4		
Disabled	44	93.2	61.0	36.6	2.4	0.0	2.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	447	99.1	20.7	44.7	21.4	13.1	48.6		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	446	99.1	20.6	44.8	21.5	13.2	48.7		
Socio-Economic Status									
Subsidized meals	149	98.7	28.2	51.4	12.7	7.7	35.9	No	Yes
Full-pay meals	298	99.3	17.1	41.4	25.7	15.8	54.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	447	99.1	35.9	43.5	10.4	10.1	20.5
Gender							
Male	226	99.1	38.7	40.1	10.8	10.4	21.2
Female	221	99.1	33.0	47.2	9.9	9.9	19.8
Racial/Ethnic Group							
White	385	99.0	33.9	44.1	10.5	11.6	22.0
African American	56	100.0	50.0	39.3	8.9	1.8	10.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	403	99.8	31.8	45.8	11.2	11.2	22.4
Disabled	44	93.2	75.6	22.0	2.4	0.0	2.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	447	99.1	35.9	43.5	10.4	10.1	20.5
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	446	99.1	35.8	43.6	10.4	10.2	20.6
Socio-Economic Status							
Subsidized meals	149	98.7	48.6	38.7	7.7	4.9	12.7
Full-pay meals	298	99.3	29.8	45.9	11.6	12.7	24.3

Social Studies							
All Students	447	99.1	37.3	43.5	14.5	4.6	19.1
Gender							
Male	226	99.1	40.5	41.9	11.3	6.3	17.6
Female	221	99.1	34.0	45.3	17.9	2.8	20.8
Racial/Ethnic Group							
White	385	99.0	34.7	45.2	15.6	4.6	20.2
African American	56	100.0	55.4	33.9	5.4	5.4	10.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	403	99.8	33.6	45.3	16.0	5.1	21.1
Disabled	44	93.2	73.2	26.8	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	447	99.1	37.3	43.5	14.5	4.6	19.1
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	446	99.1	37.2	43.6	14.5	4.6	19.2
Socio-Economic Status							
Subsidized meals	149	98.7	50.0	39.4	7.0	3.5	10.6
Full-pay meals	298	99.3	31.2	45.5	18.2	5.1	23.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	147	100.0	37.3	41.5	20.4	0.7	21.1
	7	144	100.0	22.1	50.7	27.1	N/A	27.1
	8	135	100.0	39.6	46.3	13.4	0.7	14.2
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	145	98.6	41.4	42.9	13.6	2.1	15.7
	7	147	99.3	28.3	54.3	15.9	1.4	17.4
	8	155	99.4	22.7	50.0	24.0	3.3	27.3
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	147	100.0	27.5	31.7	31.0	9.9	40.8
	7	144	100.0	17.1	47.1	15.0	20.7	35.7
	8	135	100.0	38.8	50.0	9.0	2.2	11.2
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	145	98.6	16.4	43.6	28.6	11.4	40.0
	7	147	99.3	21.0	40.6	16.7	21.7	38.4
	8	155	99.4	22.7	50.7	19.3	7.3	26.7
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	145	98.6	45.0	39.3	7.9	7.9	15.7
	7	147	99.3	23.2	48.6	14.5	13.8	28.3
	8	155	99.4	38.0	44.0	9.3	8.7	18.0
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	145	98.6	35.0	35.7	21.4	7.9	29.3
	7	147	99.3	41.3	42.0	12.3	4.3	16.7
	8	155	99.4	34.7	53.3	10.7	1.3	12.0

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 454)				
Students enrolled in high school credit courses (grades 7 & 8)	45.0%	Up from 8.0%	18.9%	15.5%
Retention rate	4.7%	Down from 5.7%	2.4%	3.0%
Attendance rate	95.3%	Up from 94.8%	96.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.0%	Down from 3.3%	3.6%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.8%	Down from 3.3%	3.5%	4.6%
Eligible for gifted and talented	14.0%	Down from 14.2%	23.6%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.9%	Down from 13.0%	12.6%	13.6%
Older than usual for grade	4.0%	Up from 3.4%	2.8%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.1%	Up from 2.0%	0.9%	0.8%
Annual dropout rate	0.3%	No change	0.0%	0.0%
Teachers (n= 27)				
Teachers with advanced degrees	66.7%	Down from 74.1%	53.7%	51.8%
Continuing contract teachers	96.3%	Up from 85.2%	80.4%	78.1%
Highly qualified teachers	82.6%	Down from 100.0%	90.5%	89.6%
Teachers with emergency or provisional certificates	0.0%	No change	4.5%	6.0%
Teachers returning from previous year	82.2%	Up from 81.9%	87.0%	85.4%
Teacher attendance rate	94.4%	Down from 94.7%	95.2%	94.9%
Average teacher salary	\$42,573	Up 3.7%	\$42,160	\$41,328
Prof. development days/teacher	16.0 days	Up from 12.5 days	12.0 days	11.5 days
School				
Principal's years at school	3.0	Up from 2.0	4.5	3.0
Student-teacher ratio in core subjects	24.1 to 1	Up from 23.2 to 1	22.7 to 1	21.3 to 1
Prime instructional time	87.4%	Down from 87.6%	89.6%	89.3%
Dollars spent per pupil*	\$5,622	Up 3.2%	\$5,609	\$6,022
Percent of expenditures for teacher salaries*	63.8%	Up from 63.1%	61.9%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.4%	Down from 99.0%	96.0%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	82.6%		89.4%	
Highly qualified teachers in high poverty schools	55.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Have you ever gotten to the end of a really great book only to wish it wasn't over? The 2004-2005 school year has been such a year. Life is sometimes like a book. Chapters in one's life are made up of events and experiences each person has. Some books make such an impression upon our lives that we cherish them forever.

Reading continues to be at the top of our priority list. This school year has been spent solidifying our reading programs. A twenty-five minute block of time continues to be allotted each day for our teachers and students to read together. For many students, reading is now an activity to enjoy, not a dreaded burden.

Our school community continues to celebrate the successes of our students and teachers. MAP and PACT scores continue to show improvement, while discipline referrals continue to drop. Each grade level has developed its own unique incentive for our students' reading achievement. Sixth graders who participated in our Accelerated Reader program were treated with gift baskets, pizza, and ice cream. Reading across the curriculum was emphasized in seventh grade, as well as sixth and eighth. Eighth graders participated in a character education program that incorporated reading and community service through the Adopt-A-Grandparent program.

Our students have learned that reading is not just for language arts, but is a valuable skill to be applied across the curriculum. Students found that reading books with a historical context helped them better understand what they were studying in their social studies classes. Students realized the importance of reading and writing in math when they were required to write and explain their own word problems. In science, students were able to incorporate reading and writing in their science projects, as well as their lab experiments.

Reading together can provide priceless opportunities for teachers, parents and the children we share to communicate through literature. We encourage you to read with your children. Books can help parents and students connect at a different level.

Certainly, like a favorite book, all good things must end. Much change is in store for Buford Middle during next school year. With the retirement of Marianne Palladino, we welcome Sheri Wells as our new principal. An addition of eight classrooms will be built during the 2005-2006 school year, as well, to help accommodate our growing numbers.

Buford Middle School's future is promising for our faculty, students, and parents. Our school community has been strengthened through the many improvements we have made during the past three years and will continue to make. We feel confident the 2005-2006 school year will provide our school community with many valuable learning experiences our students can take with them throughout their lives.

Marianne Palladino, Principal 2004-2005

Sheri Wells, Principal 2005-2006

Terrance Willard, School Improvement Council Chair 2004-2005

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	141	97
Percent satisfied with learning environment	96.8%	70.7%	82.3%
Percent satisfied with social and physical environment	87.1%	73.6%	72.9%
Percent satisfied with school-home relations	83.9%	88.6%	65.3%

*Only students at the highest middle school grade level at this school and their parents were included.